

Pine Grove Elementary

111 Huffstetler Drive
Columbia, South Carolina 29210

Grades	PK-5 Elementary School	
Enrollment	434 Students	
Principal	Betty W. Prudence	803-214-2380
Superintendent	Dr. Allen J. Coles	803-231-7500
Board Chair	Lane Quinn	803-231-7556

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	6	41	71	13

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Below Average	Yes
2004	Average	Unsatisfactory	Yes
2005	Average	Unsatisfactory	Yes
2006	Below Average	Unsatisfactory	Yes

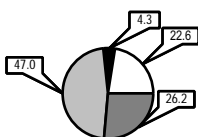
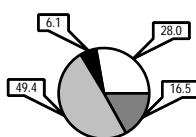
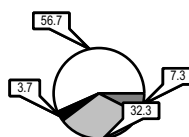
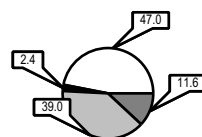
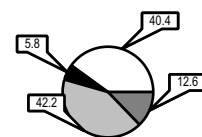
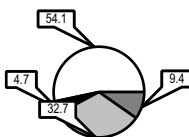
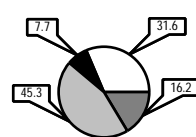
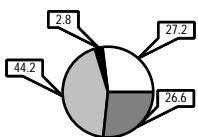
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

92.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	183	99.5	22.6	47.0	26.2	4.3	42.7	Yes	Yes
Gender									
Male	96	99.0	28.4	46.6	25.0	0.0	40.9	N/A	N/A
Female	87	100.0	15.8	47.4	27.6	9.2	44.7	N/A	N/A
Racial/Ethnic Group									
White	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	176	99.4	23.3	46.5	25.8	4.4	41.5	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	168	99.4	18.1	49.7	27.5	4.7	45.0	N/A	N/A
Disabled	15	100.0	66.7	20.0	13.3	0.0	20.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	183	99.5	22.6	47.0	26.2	4.3	42.7	N/A	N/A
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	181	99.4	22.7	46.6	26.4	4.3	42.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	140	99.3	26.0	48.0	22.8	3.3	38.2	Yes	Yes
Full-pay meals	43	100.0	12.2	43.9	36.6	7.3	56.1	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	183	99.5	28.0	49.4	16.5	6.1	32.9	Yes	Yes
Gender									
Male	96	99.0	26.1	52.3	19.3	2.3	31.8	N/A	N/A
Female	87	100.0	30.3	46.1	13.2	10.5	34.2	N/A	N/A
Racial/Ethnic Group									
White	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	176	99.4	28.9	49.1	17.0	5.0	32.1	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	168	99.4	24.2	51.0	18.1	6.7	36.2	N/A	N/A
Disabled	15	100.0	66.7	33.3	0.0	0.0	0.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	183	99.5	28.0	49.4	16.5	6.1	32.9	N/A	N/A
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	181	99.4	28.2	49.1	16.6	6.1	33.1	N/A	N/A
Socio-Economic Status									
Subsidized meals	140	99.3	31.7	48.0	16.3	4.1	31.7	Yes	Yes
Full-pay meals	43	100.0	17.1	53.7	17.1	12.2	36.6	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	183	99.5	56.7	32.3	7.3	3.7	11.0
Gender							
Male	96	99.0	52.3	35.2	8.0	4.5	12.5
Female	87	100.0	61.8	28.9	6.6	2.6	9.2
Racial/Ethnic Group							
White	3	100.0	I/S	I/S	I/S	I/S	I/S
African American	176	99.4	57.9	32.7	5.7	3.8	9.4
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	168	99.4	52.3	35.6	8.1	4.0	12.1
Disabled	15	100.0	N/AV	N/AV	N/AV	N/AV	N/AV
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	183	99.5	56.7	32.3	7.3	3.7	11.0
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	181	99.4	57.1	32.5	6.7	3.7	10.4
Socio-Economic Status							
Subsidized meals	140	99.3	59.3	30.9	7.3	2.4	9.8
Full-pay meals	43	100.0	48.8	36.6	7.3	7.3	14.6

Social Studies							
All Students	183	99.5	47.0	39.0	11.6	2.4	14.0
Gender							
Male	96	99.0	47.7	42.0	9.1	1.1	10.2
Female	87	100.0	46.1	35.5	14.5	3.9	18.4
Racial/Ethnic Group							
White	3	100.0	I/S	I/S	I/S	I/S	I/S
African American	176	99.4	47.8	39.0	10.7	2.5	13.2
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	168	99.4	42.3	42.3	12.8	2.7	15.4
Disabled	15	100.0	93.3	6.7	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	183	99.5	47.0	39.0	11.6	2.4	14.0
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	181	99.4	47.2	39.3	11.0	2.5	13.5
Socio-Economic Status							
Subsidized meals	140	99.3	52.8	36.6	9.8	0.8	10.6
Full-pay meals	43	100.0	29.3	46.3	17.1	7.3	24.4

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	88	100.0	16.5	49.4	31.6	2.5	34.2
	4	54	100.0	16.3	46.5	32.6	4.7	37.2
	5	74	100.0	29.7	54.7	15.6	0.0	15.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	60	100.0	15.1	35.8	41.5	7.5	49.1
	4	77	100.0	25.4	53.5	18.3	2.8	21.1
	5	46	97.8	27.5	50.0	20.0	2.5	22.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	88	100.0	36.7	54.4	8.9	0.0	8.9
	4	54	100.0	23.3	44.2	18.6	14.0	32.6
	5	74	100.0	32.8	48.4	14.1	4.7	18.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	60	100.0	22.6	50.9	15.1	11.3	26.4
	4	77	100.0	31.0	49.3	16.9	2.8	19.7
	5	46	97.8	30.0	47.5	17.5	5.0	22.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	88	100.0	63.3	30.4	5.1	1.3	6.3
	4	54	100.0	48.8	30.2	16.3	4.7	20.9
	5	74	100.0	54.7	35.9	7.8	1.6	9.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	60	100.0	49.1	41.5	9.4	0.0	9.4
	4	77	100.0	63.4	28.2	5.6	2.8	8.5
	5	46	97.8	55.0	27.5	7.5	10.0	17.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	88	100.0	40.5	57.0	2.5	0.0	2.5
	4	54	100.0	18.6	55.8	18.6	7.0	25.6
	5	74	100.0	60.9	34.4	3.1	1.6	4.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	60	100.0	26.4	52.8	18.9	1.9	20.8
	4	77	100.0	57.7	33.8	8.5	0.0	8.5
	5	46	97.8	55.0	30.0	7.5	7.5	15.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 434)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	4.4%	Up from 3.0%	3.9%	2.8%
Attendance rate	96.9%	Up from 96.5%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 3.2%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 3.7%	0.0%	0.0%
Eligible for gifted and talented	10.3%	Up from 7.8%	5.8%	10.4%
On academic plans	47.3%	N/AV	44.9%	33.6%
On academic probation	38.0%	N/AV	0.0%	1.0%
With disabilities other than speech	4.2%	No change	7.6%	7.5%
Older than usual for grade	0.2%	No change	1.4%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.5%	0.0%	0.0%
Teachers (n= 33)				
Teachers with advanced degrees	42.4%	Up from 40.6%	51.4%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	6.5%	N/A	3.6%	2.4%
Teachers with emergency or provisional certificates	6.7%	Up from 3.4%	0.0%	0.0%
Teachers returning from previous year	88.3%	Down from 89.7%	86.8%	87.3%
Teacher attendance rate	92.7%	Down from 95.5%	94.7%	94.9%
Average teacher salary	\$44,505	Up 2.3%	\$41,533	\$42,485
Prof. development days/teacher	9.6 days	Up from 7.5 days	13.4 days	13.3 days
School				
Principal's years at school	7.0	Up from 6.0	5.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	Down from 20.3 to 1	17.5 to 1	18.6 to 1
Prime instructional time	87.8%	Down from 90.9%	89.3%	89.7%
Dollars spent per pupil*	\$6,610	Up 11.2%	\$6,974	\$6,557
Percent of expenditures for teacher salaries*	72.7%	Down from 74.0%	62.8%	64.0%
Percent of expenditures for instruction*	79.7%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	97.7%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Average	No change	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	7.1%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	11.5%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Pine Grove Elementary school serves approximately four hundred and fifty students in pre-school through fifth grades. Pine Grove achieved Adequate Yearly Progress (AYP) as required by the No Child Left Behind federal legislation.

The state report card grades of Average" (Absolute Rating) and Unsatisfactory (Improvement Rating) point out the need to apply strategies that result in continuous student academic progress. Teachers participated in professional development activities such as integrating technology, building community in the classrooms, meeting the needs of students with autism, and mathematics problem solving. Teachers collaborated weekly.

There was an emphasis on early childhood education this year. Another pre-school class was added. Parents of students in the pre-school and Kindergarten classes were invited to participate in the Books and Breakfast program. The Junior League sponsored monthly pre-school meetings that included a dinner, toy and book lending library, activities for students based on the monthly theme, and a parent meeting.

Strategies that impact student learning are in place. Students participated in several technology-based programs such as SuccessMaker, Knowledge Box, Accelerated Reader, and Math Facts in a Flash. Students in grades three through five needing ongoing academic support were involved with the after-school remediation program

The School Improvement Council (SIC) and The Parent Teacher Association (PTA) support student learning and work with the school personnel to raise the awareness and involvement of parents. Improving the parent and school connection is an ongoing goal.

Our target goals are improving student achievement, involving parents in meaningful ways, and increasing positive student social skills.

Mrs. Betty W. Prudence, Principal

Mr. Thomas Marshall, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	34	40	24
Percent satisfied with learning environment	70.6%	72.5%	79.2%
Percent satisfied with social and physical environment	81.3%	82.1%	66.7%
Percent satisfied with school-home relations	41.2%	89.7%	75.0%

*Only students at the highest elementary school grade level at this school and their parents were included.